

**THE CORRELATION BETWEEN SPEAKING
LEARNING STRATEGIES AND SPEAKING MASTERY OF
ENGLISH
EDUCATION STUDY PROGRAM STUDENTS
AT IAIN PALANGKA RAYA**

THESIS



**BY:
RISKY MUSALAMAT
1401120994**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION**

1440 H/2018 M
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ENGLISH
EDUCATION STUDY PROGRAM STUDENTS
AT IAIN PALANGKA RAYA**

THESIS

Presented to
Stated Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



BY:
RISKY MUSALAMAT
1401120994

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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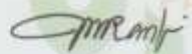
ADVISOR APPROVAL

Thesis Tittle : The Correlation between Speaking Learning Strategies and
Speaking Mastery of English Education Study Program
Students at IAIN Palangka Raya
Name : Risky Musalamat
SRN : 1401120994
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis
Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher
Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, 22nd October 2018

Advisor I,



Hj. Apri Ranti, M.Hum
NIP.198101182008012013

Advisor II,



Santi Erliana, M.Pd
NIP.198012052006042003

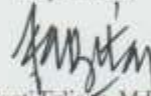
Acknowledged by:

Vice Dean in Academic Affairs,



Dra. Hj. Rodhatul Jennah, M.Pd
NIP.196710031993032001

Chair of Language Education
Department,



Santi Erliana, M.Pd
NIP.198012052006042003

PERSETUJUAN PEMBIMBING

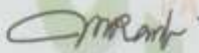
Judul Skripsi : Hubungan antara Strategi Belajar Berbicara dan Kemampuan Berbicara Mahasiswa Bahasa Inggris di IAIN Palangka Raya
Nama : Risky Musalamat
NIM : 1401120994
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan : Jurusan Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk sidang skripsi/munaqasah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

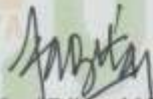
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Pembimbing I,

Pembimbing II,



Hj. Apni Ranti, M.Hum
NIP.198101182008012013

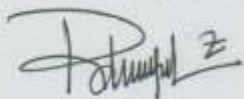


Santi Erliana, M.Pd
NIP.198012052006042003

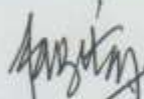
Mengetahui:

Wakil Dekan Bidang Akademik,

Ketua Jurusan Pendidikan Bahasa,



Dra. Hj. Rodhatul Jennah, M.Pd
NIP.196710031993032001



Santi Erliana, M.Pd
NIP.198012052006042003

THESIS APPROVAL

Thesis Title : The Correlation between Speaking Learning Strategies and
Speaking Mastery of English Education Study Program
Students at IAIN Palangka Raya

Name : Risky Musalamat

NIM : 1401120994

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training
and Education of the State Islamic Institute of Palangka Raya in the Thesis
Examination/*Munqasyah* on:

Day : Wednesday

Date : 31st of October 2018

BOARD OF EXAMINERS

M. Zaini Miftah, M.Pd. :
(Chair/Examiner)

Sabarun, M.Pd. :
(Main Examiner)

Hj. Apni Ranti, M.Hum. :
(Examiner)

Santi Erlina, M.Pd. :
(Secretary / Examiner)

Approved by:
Teacher Training and Education



Drs. Fahmi, M.Pd.
196105201999031003

OFFICIAL NOTE

Palangka Raya, 22nd of October 2018

Cases: Examination of
Risky Musalamat's Thesis

To
The Dean of Faculty of Teacher
Training and Education of State Islamic
Institute of Palangka Raya

In-
Palangka Raya

Assalamualaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Risky Musalamat

SRN : 1401120994

Thesis Title : The Correlation Between Speaking Learning Strategies and
Speaking Mastery of English Education Study Program
Students at IAIN Palangka Raya.

Can be examined in partial fulfillment of the requirement of the Degree of
Sarjana Pendidikan in the study program of English Education of the Language
Education of the Faculty of Teacher Training and Education of the State Islamic
Institute of Palangka Raya.

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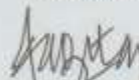
Wassalamualaikum Wr. Wb.

Advisor I,



Hj. Apni Ranti, M.Hum.
NIP.198101182008012013

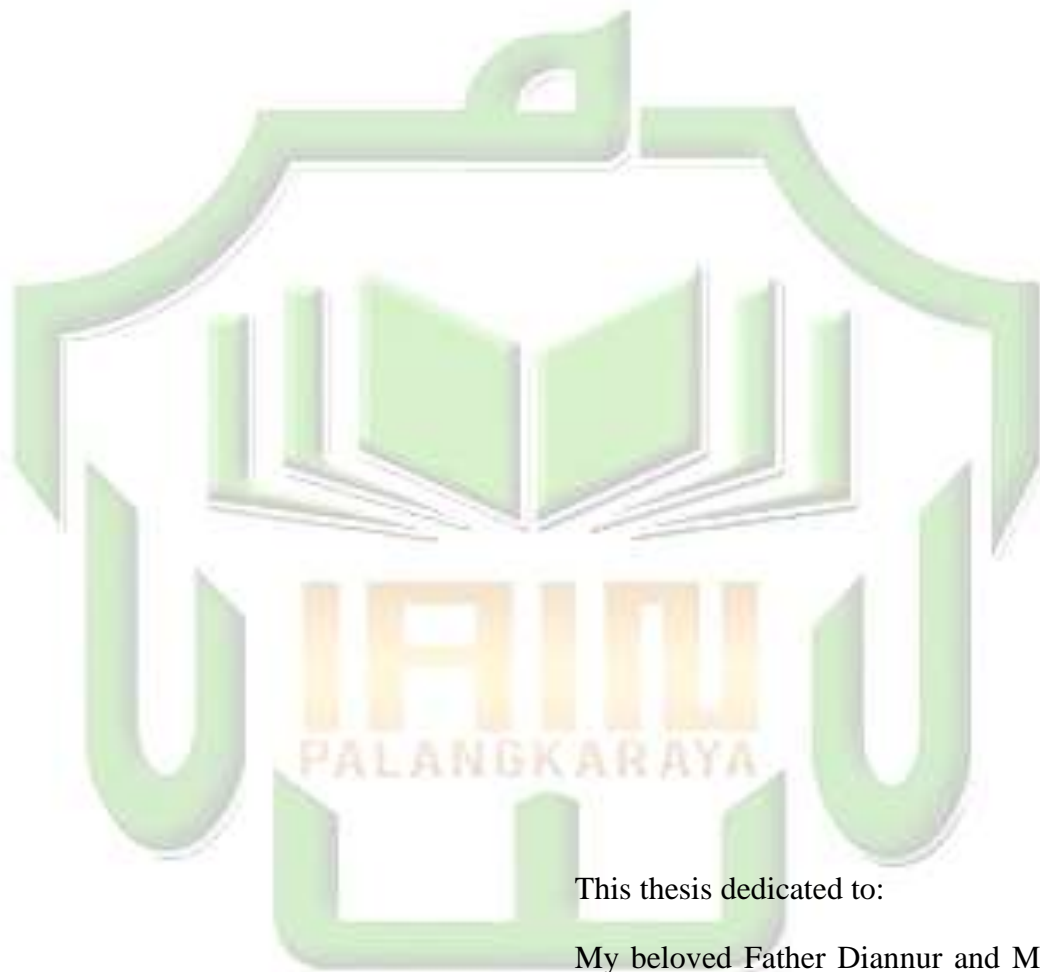
Advisor, II,



Santi Erlana, M.Pd.
NIP.198012052006042003

MOTTO AND DEDICATION

“No One Can Change Your Life, Except Yourself”
***“Real success is determined by two factors. First is faith, and
second is action.”***



This thesis dedicated to:

My beloved Father Diannur and My mother Ratna for their valuable endless prayer, sacrifice, and support. My beloved sisters Rida Nitari and Sholihatun Amalia, who always give support to me. My Big Family, my aunties, and my uncles, my cousins who always support to me until finish this study. All of my friends of TBI 2014.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Here with, I:

Name : Risky Musalamat
NIM : 1401120994
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education


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Palangka Raya, 22 October 2018

Your faithfully




Risky Musalamat
NIM.1401120994

ABSTRACT

Musalamat, R. 2018. The Correlation between Speaking Learning Strategies and Speaking Mastery of English Education Study Program Students at IAIN Palangka Raya. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M. Hum; (II) Santi Erliana, M.Pd

Key Words: *Speaking Learning Strategies and Speaking Mastery.*

The aim of the research was to find out: the correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya. This study was focus to find out the correlation between the correlation between speaking learning strategies and speaking mastery students of English Education Study Program students at IAIN Palangka Raya.

The research design was quantitative. In collecting the data, the researcher used questionnaire and students speaking subject final scores. The population of the study were the fifth semester students of English Study Program at IAIN Palangka Raya. The sample of the study consisted of 64 students. The Method of sampling in this study was total sampling. The technique of collecting data of students' speaking learning strategies by using questionnaire. The technique of collecting data of speaking mastery was from students speaking final scores at semester before. The technique of data analysis used the Pearson product moment correlation.

The research findings showed that r_{value} was 0.116. It means that the correlation between students' speaking learning strategies and speaking mastery was categorized in very low correlation. Then it showed that alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted, because $N.Sig \geq 5\%$ ($0.363 \geq 0.05$). In this case that students' speaking strategies have very low relationship or do not give influence to students' speaking mastery.

ABSTRAK

Musalamat, R. 2018. Hubungan antara Strategi Belajar Berbicara dan Kemampuan Berbicara Mahasiswa Bahasa Inggris di IAIN Palangka Raya. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M. Hum; (II) Santi Erliana, M.Pd

Kata kunci : strategi belajar berbicara, kemampuan berbicara

Tujuan penelitian ini adalah untuk mengetahui: korelasi antara strategi belajar berbicara dan kemampuan berbicara mahasiswa bahasa inggris di IAIN Palangka Raya. Penelitian ini fokus untuk mengetahui hubungan antara strategi belajar berbicara dan kemampuan berbicara mahasiswa bahasa inggris di IAIN Palangka Raya.

Jenis penelitian adalah kuantitatif. Dalam mengumpulkan data, peneliti menggunakan kuesioner dan skor akhir perkuliahan speaking mahasiswa. Populasi penelitian adalah mahasiswa semester lima program studi Bahasa Inggris di IAIN Palangka Raya. Metode pengambilan sampel dalam penelitian ini adalah total sampling. Teknik pengumpulan data strategi belajar berbicara siswa menggunakan kuesioner. Teknik pengumpulan data kemampuan berbicara menggunakan skor akhir perkuliahan speaking mahasiswa pada semester sebelumnya. Teknik analisis data menggunakan korelasi Pearson product moment.

Temuan penelitian menunjukkan bahwa r_{value} adalah 0.116. Berarti bahwa Hubungan antara Strategi Belajar Berbicara dan Kemampuan Berbicara Mahasiswa Bahasa Inggris di IAIN Palangka Raya termasuk dalam kategori sangat lemah. Kemudian hipotesis alternative ditolak dan hipotesis null diterima, karena $N.Sig \geq 5\%$ ($0.116 \geq 0.05$). Dalam hal ini disimpulkan bahwa strategi belajar berbicara mempunyai hubungan yang sangat lemah atau tidak memberikan pengaruh terhadap kemampuan berbicara mahasiswa

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Your faithfully

Risky Musalamat
NIM.1401120994

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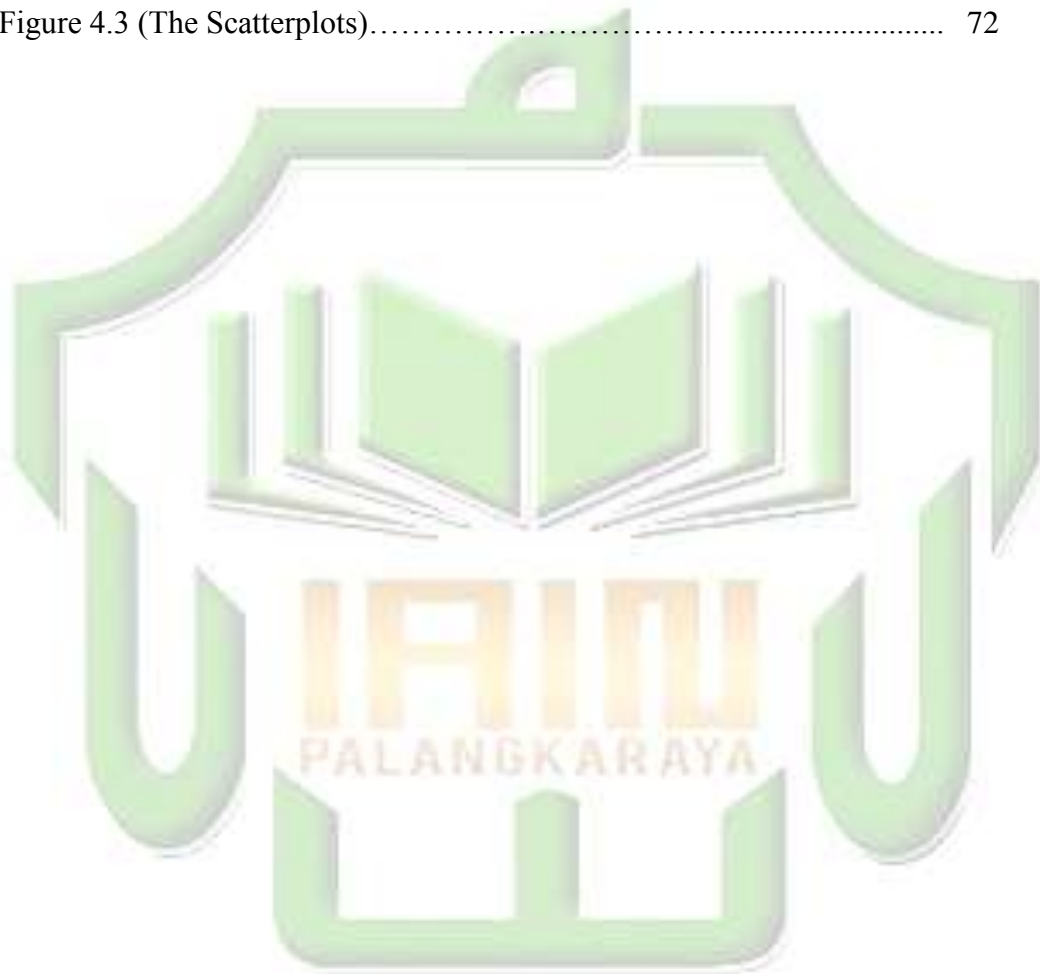
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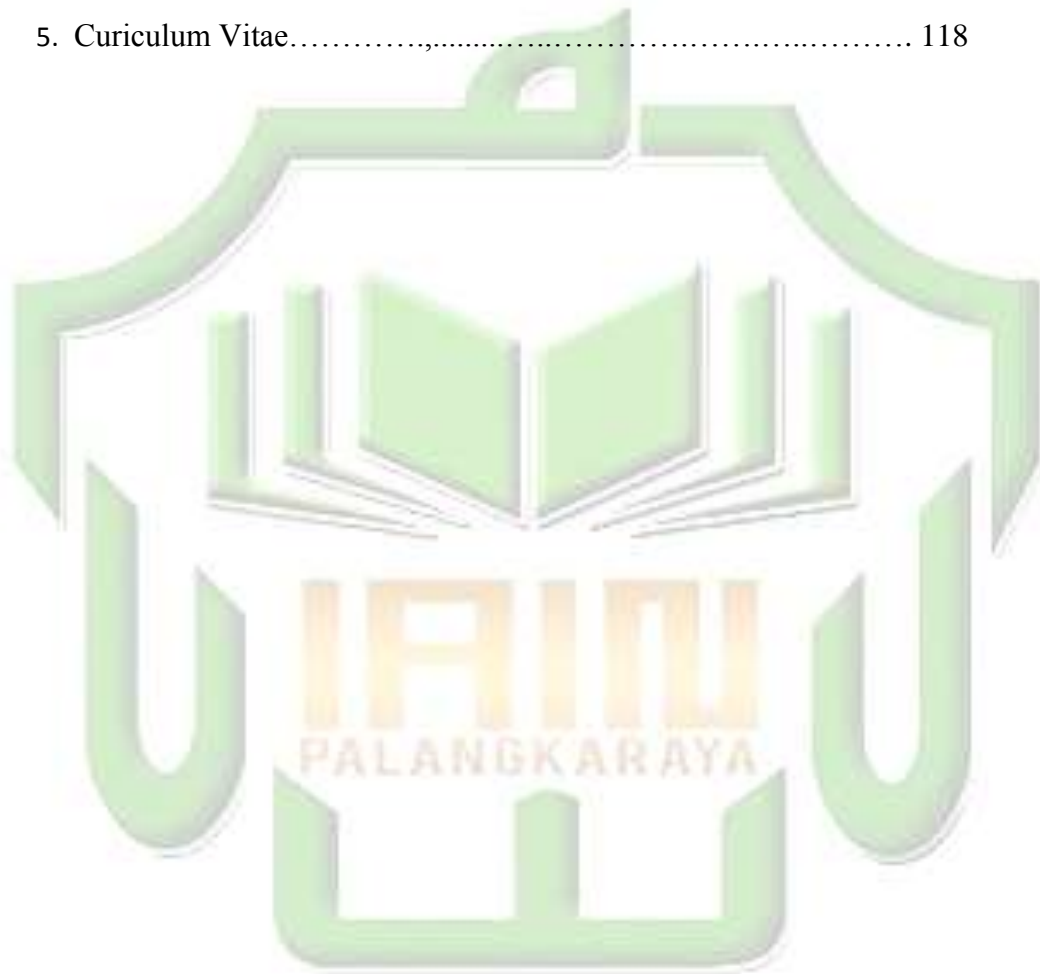
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problems of the study, objectives of the study, scope and limitation of the study, the assumption of the study, significances of the study, definition of key terms, and hypothesis.

A. Background of Study

As a foreign language, English is sometimes considered a very difficult subject to be mastered by the students in Indonesia. Mastering foreign language in universities, especially English is one of requirements to be successful in many fields because English has a big role in connecting the students for many purposes, such as to study abroad or to look for a job in companies. The main point of learning a foreign language is how we be able to communicate using that language. Speaking a foreign language is a major part of communicating in that language. So, in communication, speaking becomes an important skill that must be mastered.

In communications, speaking shows as dominant ways in our activities. Speaking connects individuals with others in which individuals interact. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1995, p. 539). So, speaking is one of language skills that is very important in the language competence and in building a good communication.

Zhang (2009) argued that speaking is the most difficult skill to master for English learners. So, speaking is the skills that the students should be mastered. And the proofs of the students able to do that are they can speak English and they can take the information well. By speaking some one can take information from the other people and it can to share information to the other people, and the student can spend their time in a positive thing such as make some conversation, debating, dialogue, it can be a way for them to get new information, increase vocabulary, and improving their structure.

According to Richards (2008, p. 19), the mastery of speaking skill in English is a foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

However, speaking English as a foreign language is not an easy skill to be mastered by learners. Learners consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. The most important thing is how the learners deal with such problem. Cohen (1998) in Rahmadeni, Amri and Adnan (2013, p. 413) states that language learning will be easier if the students become more aware of possible strategies that can be selected during learning and using language (Prabawa, 2016, p. 232).

In relation to such conditions, applying a good and an appropriate strategy in learning speaking English will be the one choice in mastering it. Oxford in Abbas (2014, p. 61) argued that good strategy applied by the students influence the success of language learning, in this case speaking mastery and there seems to be no questions that foreign language learners should be equipped with appropriate learning strategies in order to master target language more effectively and efficiency because language learner is an intentional and strategic effort. Then a study by O'Malley and Chamot (1990) also reveals that more effective (higher proficiency) students generally use a greater variety of strategies and use them in ways that help the student complete language tasks more successfully; conversely, less effective (low proficiency) students not only have fewer strategies but also frequently use strategies that are inappropriate to the task or that do not lead to successful task completion.

Juwita, Sukirlan and Kadaryanto (2015, p. 3) argued that become successful in speaking, students need particular learning strategies. Some students are good and some them are failed. It might be caused by the language learning strategies. Based on their research showed that there is a significant difference between learning strategies and speaking skill. The significant is less than .005. Based on the result of the data, it could be concluded that the students often used learning strategies to their speaking skill. The data result is supported by Hismanoglu (2000) the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way.

Another research from Alfiyanaini (2017) try to know the students' learning strategies in speaking skill and the strengths and the weaknesses of the learning strategies used by students in boarding school MAN 1 Surakarta. Based on her research, she found that almost all of the strategies proposed by O'Malley et al including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill. Then the strengths for the students when they apply those strategies are the students get many new vocabularies, they can fluently in speaking English, they know how to pronounce those word, and more confidence in speaking English. It can be concluded that learning strategies has important impact and correlation to students speaking skill

Jin Xu (2016) try to find out the relationship between the use of speaking strategies and performance on oral English test (IELTS speaking test). Therefore, the table suggests that IELTS speaking test scores are positively correlated with the use of the six speaking strategies, and especially cogently correlated with the use of memory, compensation, affective and social speaking strategies. It can be seen that speaking strategies has important impact to IELTS speaking test. From Jin Xu research we can see that speaking strategy is an important component of language learning strategy. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies; for the purpose of this article *speaking strategies* are those devices used by students to solve any communication problem when speaking in English (Lopez, 2011, p. 3).

Then, we can conclude based on explanation above that speaking is the most difficult skill to master. The learners must comprehend well. Some previous research stated that to succeed in learning a second language, students need particular strategies. It means that strategies are an important tool in mastering a language, such as mastering speaking a language. Previous research that mentions above also found that there is a relationship between language strategies and students' speaking skill. Based on this explanation, the writer is very interested to conduct a research entitled: **The Correlation Between Speaking Learning Strategies and Speaking Mastery of English Education Study Program Students at IAIN Palangka Raya.**

B. Problem of the Study

Is there any correlation between the correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya?

C. Objective of the Study

The objective of this study is to measure the correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya.

D. Hypothesis of the Study

According to Donal Ary "The hypothesis is the researcher's prediction about the outcome of the study" (Ary, 2010, p. 96).

The writer uses the H_a and H_o hypothesis based on objective of the study, namely:

H_a : There is positive correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya.

H_o : There is negative correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya.

E. Scope and Limitation of the Study

The study belonged to the correlation research. The study focused on students' speaking learning strategies and speaking mastery. The students' speaking learning strategies used measured by using questionnaire and students' speaking mastery will be known based on their final scores of speaking subjects at semester before. The speaking subject scores are taken from speaking for formal setting. This study is addressed to the fifth semester students at English Education Study Program of IAIN Palangka Raya. Because the fifth semester students have already passed three speaking subject, and the last subject is speaking for formal setting subject.

F. Assumption of the Study

The writer assumed that there was a significant correlation between speaking learning strategies and speaking mastery, because one of the aspects that are involved in the process of developing speaking skills is the language learning strategies used by the learners themselves. This is how the learners learn by themselves. Learning strategies are steps taken by students to enhance their own learning (Oxford, 1990, p. 1).

G. Significance of the Study

Theoretical : to give contribution to support the speaking mastery by speaking learning strategies students of English education study program at IAIN Palangka Raya.

Practical : to help the students to solve their problem in speaking and to give empirical data about the correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya.

H. Definition of Key Terms

There are some important terms that were used in this study:

1. Correlation

Correlation is the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation). The degree of relationship is expressed as a numeric index called the coefficient of correlation (Ary, et al, 2010, p. 27).

2. Learning Strategies

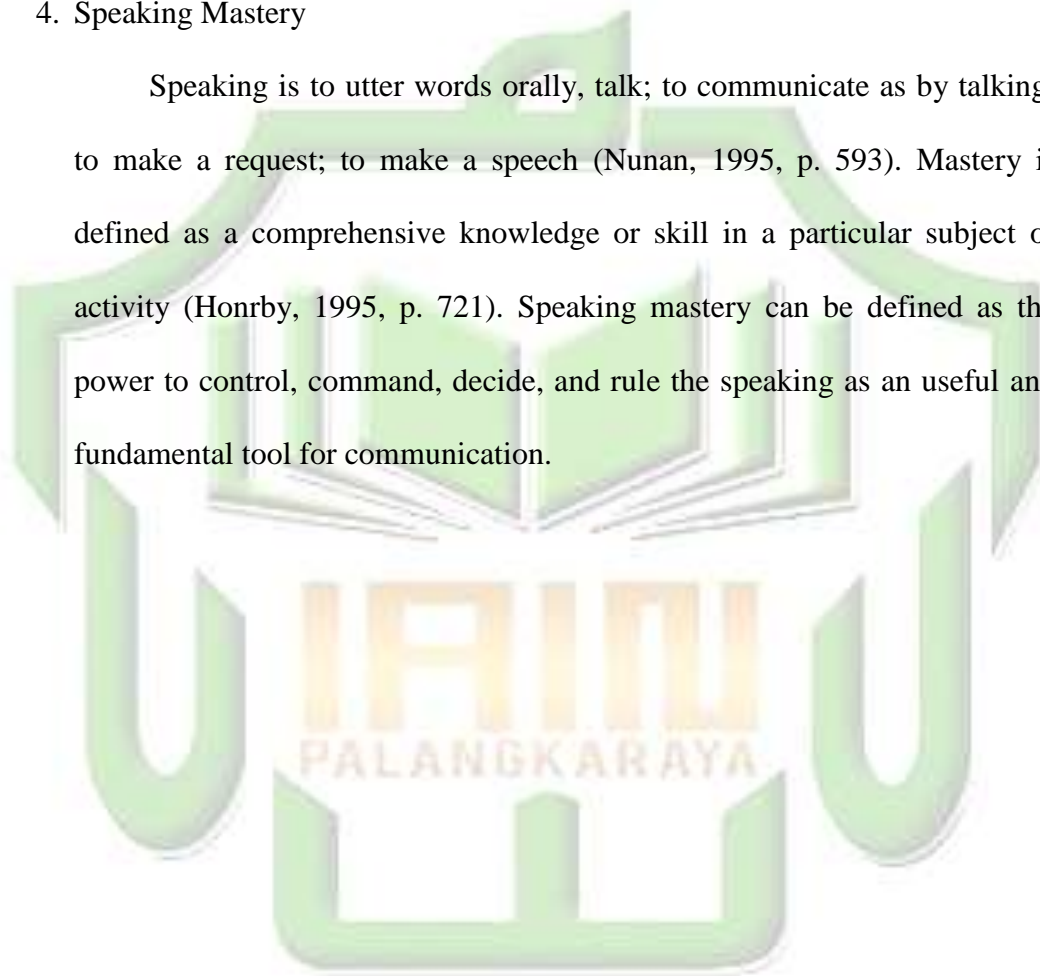
Learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths (Chamot, 2004, p. 14).

3. Speaking Learning Strategies

According to O'Malley and Chamot in Lopez (2011, p. 3) speaking strategies are crucial because they help foreign language learners “in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language.”

4. Speaking Mastery

Speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech (Nunan, 1995, p. 593). Mastery is defined as a comprehensive knowledge or skill in a particular subject or activity (Honrby, 1995, p. 721). Speaking mastery can be defined as the power to control, command, decide, and rule the speaking as an useful and fundamental tool for communication.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous studies, language learning strategies, and speaking. The previous studies discuss nine related literature. Next, language learning strategies discusses the definition of language learning strategies, types of language learning strategies, speaking learning strategies and classification of speaking strategies. Then, speaking discusses definition, kinds of speaking activities, speaking goal and speaking problem.

A. Previous Studies

There are some previous studies to support this research. The first, from Kustati (2012), in title “The Contribution of English Students’ Speaking Strategies and Motivation on Their Speaking Ability at Tarbiyah Faculty Of IAIN Imam Bonjol Padang”. This research focus on investigating which speaking strategies that are most frequently used by the students of the English Department in Tarbiyah Faculty , the correlation between student’s strategies and their speaking ability, and the correlation students’ learning motivation and their speaking skills. The method of the research is Quantitative Research (Correlation Research). The results of research revealed that there were thirty-four speaking strategies which were most frequently used by high, average, and low achievement students. The findings also showed that both students’ speaking strategies and motivation give significant contribution on students’ speaking ability.

Based on the previous study, the similarities are to correlate research and focus on language learning strategies, especially speaking strategies. But the differences such as the previous researchers correlated among students' speaking strategies, motivation and speaking ability.

Next, from Asih (2002), entitled "Anxiety of English Learning and Learning Strategies'Influence to Speaking Ability" focus on investigating the influence of anxiety in learning English, the correlation between learning strategies and English speaking ability of the students where English is their foreign language. This study was conducted under quantitative approach. The results of the research showed that most of the respondents (82.01% = 110 respondents) belong to the second level of foreign language classroom anxiety or medium anxiety. The statistical hypothesis that stating anxiety of the learning of English gives significant influence to speaking ability is accepted (H_0 is rejected and H_a is accepted). On the contrary, for the correlation between learning strategies and speaking ability the value is 0.104 with significant level is 0.116. The significant level is higher than 0.05 displays that there is no correlation between those two variables. The result also shows that anxiety level and learning strategies give low influence to speaking ability (11.1%).

Based on the previous study, the similarities are to correlate learning strategies and speaking ability or mastery. But the differences such as the previous researchers investigate the influence of anxiety in learning English to speaking ability, and the previous research conducted under qualitative research.

Next, from Prabawa (2016) in title “Speaking Strategies Used by Indonesian Tertiary Students” focus on investigate (1) speaking strategies used by Indonesian tertiary students in terms of speaking English and strategies to improve their speaking ability, and (2) to identify speaking strategies mostly used by the students when they speak English and improve their speaking ability. This research was a qualitative descriptive. The result of the study revealed that some speaking strategies are used in terms of five desc speaking English and improve speaking ability, namely cognitive, metacognitive and compensation strategy. In the type of speaking strategy that mostly used by the student in terms of speaking English is compensation strategy, while cognitive strategy was indicated as the mostly speaking strategies used by the Indonesian tertiary students in improving their speaking ability.

Based on the previous studies, the similarities are the focus on speaking strategies. But the differences are the object and the method. The previous research was a descriptive study.

Next, Mistar and Umamah (2014), entitled “Strategies of Learning Speaking Skill by Indonesian Learners of English and Their Contribution to Speaking Proficiency” focus on investigating the differences in the use of strategies of learning speaking skill by male and female learners, and the contribution of strategies of learning speaking skill on the learners’ speaking proficiency. The study was contained comparative and correlational elements. The findings of this research showed that female learners use the strategies differently from male learners and that the use of strategies contributes to the

learners' speaking ability suggest some pedagogical implications. On the one hand, the students of EFL context should be aware of the availability of a number of strategies they may use to learn to speak in English.

Based on the previous study, the similarities are the focus on speaking strategies and speaking. But the difference from the previous study is to compare research.

Next, from Abbas (2014) in title "An Investigation of Students' Language Learning Strategies Used In Mastering Speaking Skill", focus on investigating the students' language learning strategies used by the students in mastering speaking skill. The researcher applied mixed method research, *Qual-quant* model. The result of this study showed that students' language learning strategies used in mastering speaking skill were (1) memorizing vocabularies and using picture categorized as *memory strategies* (2) listening to the music, watching English video, watching English movie, watching English TV program, listing difficult vocabularies, using dictionary, practicing, reading English text, speaking alone, repeating, guessing, doing conversation, repeating were categorized as *cognitive strategies* (3) Joining the club meeting and getting course, were categorized as *metacognitive strategies* (4) using similar word was categorized as compensation strategies. (5) Speaking with their friend and speaking alone or herself were categorized as *social strategies* and (6) discussing problem was categorized as *affective strategies*.

Based on the previous study, the similarities are focus on strategies and speaking. But the difference from the previous research, the research conducted in mix method.

Then, from Liansari (2016), in title “Successful English Learners in Speaking English at SMAN 2 Surabaya” focus on investigating the learning strategies used by successful English learners of SMAN 2 Surabaya in converting controlled process into automatic one. The research was qualitative descriptive analysis. The result of her research showed that successful English learners used both direct and indirect strategies in learning to speak English. They also did activities such as paying attention to the language learning tasks, delaying speech production to focus on listening to the target language cooperating with peers, cooperating with proficient users of target language, seeking practice opportunities, making positive statements, taking risk wisely, and self monitoring, progressive relaxation and has deep breathing.

Based on the previous study, the similarity is focus on strategies. But the difference such as the previous researcher try to investigate the learning strategies used by successful English learners in qualitative descriptive analysis.

Next, from Lopez (2011) in title “Speaking Strategies Used by BA ELT Students in Public Universities in Mexico” focus on investigating the speaking strategies used by students who were studying for a BA in English Language Teaching (ELT) in five public Mexican universities. Students from these universities were given questionnaires concerning their use of speaking

strategies. The results showed that the strategies used most by students are: asking for repetition; use of paraphrasing or synonyms for unknown words; and asking for message clarification. Although there is a wide range of strategies in use, students tend to select strategies according to their level of language proficiency.

Based on the previous study, the similarity is focus on speaking strategies. But the difference my research from the previous research are the object and the subject of study.

Then, from Gani., et. al, (2015) in title, “Students’ Learning Strategies for Developing Speaking Ability” focus on investigating the learning strategies used by both low and high performance speaking students in developing their speaking skills as well as the differences between the learning strategies used by both groups of learners. The result of this study indicated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students. Besides, the high performance students employed more learning strategies consciously and appropriately compared to the low performance students.

Based on the previous study, the similarities are focus on strategies and speaking. But the difference from the previous research, the research conducted in senior high school and my research will be conduct in university level.

Last, from Al-Azmi (2012) entitled “The Students’ Language Learning Strategies In Reading and Speaking” focus on find out the typical language learning strategies used by the English Department Students in speaking and reading in English. This research was mix method (combining quantitative and qualitative method to analyze the data). The result of the study showed that the level of the strategies used were still medium. Thus, the students of English Department are suggested to apply many strategies. it also hopes that the teachers are able to train sufficient strategy.

Based on the previous study, the similarities are focus on strategies and speaking. But the differences are the previous research conducted in mix method and also focus on reading

B. Speaking Learning Strategies

1. Definition of Learning Strategies

Strategy is the term which will be used for the purposes of the present work, although it is acknowledged that it is not the only term which has been, or which might be, used to cover the behaviours involved (Griffiths, 2003 p. 6). Then, learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths (Chamot, 2004, p. 14).

Others definition, learning strategies are the conscious thoughts and actions that learners take to achieve their learning goals. Effective learners are able to select learning approaches that suit them better and they also have the competence to orchestrate the strategies that best meet both the task demands and their own learning preferences (Liu and Chang, 2013, p. 260).

Language learning strategies can help learners improve their own perception, reception, storage, retention, and retrieval of language information. Examples of second language learning strategies are planning for a language task, evaluating one's own learning, employing analysis to find the meaning of a word or expression, and asking questions(Oxford, 2003, p. 274).

Researcher conclude that strategy is plan, or technique used for accomplishing something or mission or a task. Then can be concluded that Language learning strategies is specific actions or technique taken by the learner to accomplishing task or to make learning faster, enjoyable, and effective.

2. Types of Language Learning Strategies

In this types of language learning strategies the data is grouped into several categories. In the tracking in various libraries, known to the classification made by experts of the various model classification models Oxford (1990) looks most comprehensive. Beauquis (2000) argues that Oxford's taxonomy of language learning strategies is most accurate and

most practical, accessible, and easy to use. Therefore, the exposure to this type of language learning strategy is based on the Oxford classification (1990) and is supported by the classification of other experts.

Oxford divided language learning strategies into two categories: strategies such as, direct strategies and indirect strategies. Direct strategies are strategies used directly and are concerned with a new language. Direct strategies divide into three groups, they are memory strategies, cognitive strategies and compensation strategies. Direct strategies are strategies used directly and are concerned with a new language. Then, indirect strategies are used for general administration of learning. From those two strategies have been identified by Oxford (1990) into six majors. Direct strategies are strategies used directly and are concerned with a new language. Direct strategies divide into three groups are memory strategies, cognitive strategies and compensation strategies. Then, indirect strategies are used for general administration of learning. Indirect strategies divide into three groups are metacognitive strategies, affective strategies and social strategies. (Oxford, 2003, p. 13-15).

a. Cognitive strategies

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output. Practicing is the most important in this group which can be achieved by repeating, working with sounds and writing, and using patterns. The instruments of receiving and sending messages are used when students try to find the main idea through skimming and scanning. Analyzing and reasoning are used to understand the meaning and expression of the target language.

b. Metacognitive strategies

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. Among native English speakers learning foreign languages, Purpura (1999) found that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 61).

c. Memory-related strategies

Memory-related strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding.

Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard) (see Oxford, 1990 for details and multiple examples).

d. Compensatory strategies

These strategies make up for the deficiency in grammar and vocabulary. Compensation strategies are also used in production when grammatical knowledge is incomplete. Compensatory strategies (e.g., guessing from the context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge. Cohen (1998) asserted that compensatory strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

e. Affective strategies

Affective strategies, such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be

significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages.

f. Social strategies

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and Empathizing with others. Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language. Social strategies were significantly associated with L2 proficiency in studies by the South African EFL study by Dreyer and Oxford (1996) and the investigation of native-English-speaking foreign language learners by Oxford and Ehrman (1995). The Oxford's language learning strategies classification as illustrated in table 2.1.

**Table 2.1 Oxford's Language Learning Strategies
Classification**

Direct Strategies	
1. Memory Strategies	<ul style="list-style-type: none"> - Creating mental linkages - Applying images and sounds - Reviewing well - Employing action
2. Cognitive Strategies	<ul style="list-style-type: none"> - Practicing - Receiving and sending messages - Analyzing and reasoning - Creating structure for input and output
3. Compensation Strategies	<ul style="list-style-type: none"> - Guessing intelligently - Overcoming limitations in speaking and writing
Indirect Strategies	
1. Metacognitive Strategies	<ul style="list-style-type: none"> - Creating your learning - Arranging and planning your learning - Evaluating your learning
2. Affective Strategies	<ul style="list-style-type: none"> - Lowering your anxiety - Encouraging yourself - Taking your emotional temperature
3. Social Strategies	<ul style="list-style-type: none"> - Asking Questions - Cooperating with others - Empathy with others

3. Definition of Speaking Learning Strategies

The term “speaking strategies” in literature could refer to communication strategies or specifically oral communication strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies; for the purpose of this article *speaking strategies* are those devices used by students to solve any communication problem when speaking in English (Lopez, 2011, p. 3). Based on the concept that communication is the primary goal of speaking.

Corder (1977) presented the techniques adopted by speakers when navigating communication difficulties as ‘communication strategies’. Dornyei and Scott (1997, p.179) extended the definition to, “every potentially intentional attempt to cope with any language-related problem of which the speaker is aware,” during the process of communication. Whilst problem-solving is still the aim of this definition, the ‘language problem’ – unlike Corder’s (1977) definition goes beyond the expression of meaning. (Jin Xu, 2016, p. 71).

4. Classification of Speaking Strategies

Based on the criteria of whether language learning strategies influence learning directly or indirectly by Oxford proposed the above table (table 2.1) which has been widely accepted up to now. The previous classification only describing generally part of direct and indirect strategies.

The following table further illustrates what each subcategory contains in speaking strategies.

Table 2.2 Classification Speaking Strategies

Language Learning Strategies	Category	Subcategories Applying in Speaking Strategies
Memory Strategies	Creating mental linkages	Placing new words into a context
	Applying images and sounds	Representing sound in memory
	Reviewing well	Structured reviewing
	Employing action	(None)
Cognitive Strategies	Practicing	<ul style="list-style-type: none"> -Repeating -Formally practicing with sound and writing systems -Recognizing and using formula and patterns -Recombining -Practising Naturalistically
	Receiving and sending messages	Using resources for receiving and sending message
	Analyzing and reasoning	<ul style="list-style-type: none"> -Reasoning deductively -Translating -Transferring
	Creating structure for input and output	(None)
Compensation	Guessing intelligently	(None)

Strategies	Overcoming limitations in speaking and writing	<ul style="list-style-type: none"> -Switching to the mother tongue -Getting help -Using mime or gesture -Avoiding communication partially or totally -Selecting the topic -Adjusting or approximating the message -Coining words -Using a circumlocution or synonym
Metacognitive Strategies	Centering your learning	<ul style="list-style-type: none"> -Overviewing and linking with already known material -Paying attention -Delaying speech production to focus on listening
	Arranging and planning your learning	<ul style="list-style-type: none"> -Finding out about language learning -Organizing -Setting goal and objectives -Identifying the purpose of a language task -Planning for a language task -Seeking practice opportunities
	Evaluating your learning	<ul style="list-style-type: none"> -Self monitoring -Self evaluating
Affective Strategies	Lowering your anxiety	<ul style="list-style-type: none"> -Using progressive relaxation, deep breathing or meditation -Using music

		-Using laughter
	Encouraging yourself	-Making positive statements -Taking risks wisely -Rewarding yourself
	Taking your emotional temperature	-Listening to your body -Using a checklist -Writing a language learning diary -Discussing your feeling with someone else
Social Strategies	Asking Questions	Asking for correction
	Cooperating with others	-Cooperating with peers -Cooperating with proficient users of the new language
	Empathy with others	-Developing cultural understanding -Becong aware of others' thoughts and feelings

Placing new words into a context. This strategy involves placing new words or expression that have been heard or read into a meaningful context, such as a spoken or written sentence, as way remembering it.

Representing sound in memory. This strategy help learners remember what they hear by making auditory than visual representations of sound. This involves linking the new word with familiar words or sounds from any language: the new language, one's own language, or any other.

Structured reviewing. This strategy is especially useful for remembering new material in the target language. It entails reviewing at different intervals, at firsts close together and then increasingly far apart.

Repeating. Although the strategy of repeating might not at firsts sound particularly creative, important and meaningful, it can be used in highly innovative ways, is actually essential for all four language skills, and virtually always include some degree of meaningful understanding.

Formally practicing with sound and writing systems. This strategy can be extended to include not just listening but also speaking. Tape or record assist this strategy well. Some tape arrangements allow learners to record themselves so they can hear and compare their own voice with a native speaker's voice.

Recognizing and using formula and patterns. Recognizing and using formula and patterns in target language greatly enhance the learner's comprehension and production.

Recombining. This strategy involves constructing a meaningful sentence or longer expression by putting together known elements in new ways. The result might be serious or silly, but it always provides useful practice.

Practising naturalistically. This strategy, of course, centers on using the language for actual communication. Any the four skills, or combination, might be involved. In the speaking area, practising naturalistically involves practice in speaking the language for realistic communication. Speaking

with other people in natural setting provides interactive, rapid, personal communication.

Using resources for receiving and sending message. This strategy involves using resources to find out the meaning of what is heard or read in the new language, or to produce message in new language.

Reasoning Deductively. This strategy involves deriving hypotheses about the meaning of what is heard by means of general rules the learner already knows. Reasoning deductively is a common and very useful type of logical thinking.

Translating. Translating can be a helpful strategy early in language learning, as long as it is used with care. It allows learners to use their own language as the basis for understanding what they hear or read in the new language. It also helps learners produce the new language in speech or writing.

Transferring. The last of the analyzing and reasoning strategies is transferring which means directly applying previous knowledge to facilitate new knowledge in the target language. This strategy relates to all skills. Transferring can involve applying linguistic knowledge from learner's own language to the new language, linguistic knowledge from one aspect of the new language to another aspect of the new language.

Switching to the mother tongue. This strategy, sometimes technically called "code switching," is used for speaking and involves using the mother tongue for an expression without translating it.

Getting help. This strategy involves asking someone for help in a conversation by hesitating or explicitly asking for the missing expression. This strategy is somewhat similar to the strategy of asking clarification or verification; the difference is that in getting help, the learner wants the other person to simply provide what the learner does not know, not explain or clarify.

Using mime or gesture. In this strategy, the learner uses physical motion/ such as mimi or gesture, in place of an expression during a conversation to indicate the meaning.

Avoiding communication partially or totally. This strategy involves avoiding communication when difficulties are anticipated or encountered. It includes a total avoidance in certain situations as when required to use persuasive skills or to compete with other for a turn to speak.

Selecting the topic. The learner chooses the topic of conversation. The reason for this are obvious. Learner want to make sure that the topic is one in which they are interested and for which they posses needed vocabulary and structures

Adjusting or approximating the message. This strategy is used to alter message by omitting som items of information, make the ideas simpler or less precise, or say something slightly different that has similar meaning.

Coining words. This strategy means making up new words to communicate a concept for which the learner does not have the right vocabulary.

Using a circumlocution or synonym. The learner uses a circumlocution (a roundabout expression involving several words to describe or explain a single concept) or a synonym to convey the intended meaning.

Overviewing and linking with already known material. This strategy involves prereviewing the basic principles and/or material (including new vocabulary) for an upcoming language activity, and linking these what the learner already known.

Paying attention. This strategy involves two modes, directed attention and selective attention. Directed attention means deciding generally to pay attention to the task and avoid irrelevant distractor. In contrast, selective attention involves deciding in advance to notice particular details.

Delaying speech production to focus on listening. This strategy relates to listening and speaking rather than reading and writing. You do not have to teach or encourage this strategy, because many learners do automatically by postponing their speaking in the target language for hours, days, weeks, or possibly even months.

Finding out about language learning. This strategy means uncovering what is involved in language learning. Learner often do not know much about the mechanics of language learning, although such knowledge would make them more effective learners.

Organizing. This strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language learning notebook.

Setting goal and objectives. Goal and objectives are expression of students aims for language learning. Students without aims are like boats without rudders; they do not know where they are going, so they might never get there! Goal and objectives should be noted in the language learning note book, along with deadlines for accomplishing them and an indication as to whether those deadlines were met.

Identifying the purpose of a language task. This strategy involves determining the task purpose an act useful for all language skills. (However carrying out that purpose is the subject of various direct strategies, (such as analyzing expressions, guessing and practicing).

Planning for a language task. Regardless of the language skills involved, this strategy always involves identifying the general nature of the task, the specific requirements of the task, the resources available within the learner, and the need for further aids. These four steps can be illustrated for each of the language skills.

Seeking practice opportunities. Language learners must seek out and create opportunities to practice any and all of the four language skills. If students want to reach moderate to high proficiency, classroom time do not usually provide adequate practice opportunities.

Self monitoring. This strategy does not center as much on using the language as it does on students' conscious to monitor that is notice and correct their own errors in any of the language skills.

Self evaluating. This strategy involves gauging either general language progress in any of the four skills. Global impression are often faulty, and the more specific the learner is in self evaluating, the more accurate the evaluation.

Using progressive relaxation, deep breathing or meditation. These techniques are all effective anxiety reducers, according to scientific bio-feedback research.

Using music. This strategy is useful before any stressful language task. Five or ten minutes of soothing music can calm learners and put them in a more positive mood for learning.

Using laughter. Laughter is the best medicine, as the saying goes. The use of laughter is potentially able to cause important biochemical change to enhance the immune system, so many hospitals are now using "laughter therapy" to help patients relax. Language learners, too, can benefit from laughter's anxiety-reducing powers.

Making positive statements. Demonstrate the kinds of positive statements your students can privately make to themselves. When used before or during a language activity, positive statements are for self encouragement.

Taking risks wisely. This strategy involves a conscious decision to take reasonable risk regardless of the possibility of making mistake or encourage difficulties. It also suggest the need to carry out this decision in action that is, employing direct strategies to use the language despite fear failure.

Rewarding yourself. Some of the most potent and useful rewards come from within the learners themselves. Therefore, learners need to discover how to reward themselves for good work in language learning.

Listening to your body. One of the simplest but most often ignored strategies for emotional self-assesment is paying attention to what the body says. Performance in all four skills is affected by learner's physical state.

Using a checklist. A checklist helps learner in a more structured way to ask themselves questions about their own emotional state, both in general and in regard to spesific language task and skilss. Learner can use checklist every dayto assess their feelings and attitudes about language learning.

Writing a language learning diary. Language learning diaries are narratives describing the learners' feelings, attitudes, and perceptions about the language process.

Discussing your feeling with someone else. Discussing of feelings can also take place outsides of class with a friend, a parent, a counselor, or a native speaker of the language. Encourage students to express their feelings about the language learning process and discover what they need to be better learners.

Asking for correction. In a spoken conversation, learners can ask the other person for correction of important problems that is, those which cause confusion or offense.

Cooperating with peer. This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. Games, simulations, and other active exercises challenge students to develop their ability to cooperate with peers while using a variety of language skills.

Cooperating with proficient users of the new language. When used for listening and speaking, this strategy involves taking specific steps to enhance communication with a proficient user of the new language.

Developing cultural understanding. Background knowledge of the new culture often helps learners understand better what is heard or read in the new language.

Developing aware of others' thoughts and feelings. Learners can purposefully become aware of fluctuations in the thoughts and feelings of particular people who use the new language. Such awareness brings learners closer to the people they encounter, helps them understand more clearly what is communicated, and suggests what to say and do.

C. Speaking

1. Definition of Speaking

Speaking is one of the four sub skills is communicative as one way to can communicate with other people and vocabulary is one of the most

important aspect in speaking. According to Hornbby in masjuita's research, speak is defined as to say words, to have conversation with somebody, to talk or say about something or to mention something. Speaking is an essential tool for communicating, thing, and learning (Masjuita, 2003, p. 3).

Speaking english can be particularly difficult because unlike reading or writing, speaking happens in real time, it requires the simultaneous use of a number of abilities which often develop at different rates. Generally, Li Hui stated there are at least five components of speaking skill concerned with it such as (Hui, 2011, p. 22):

a. Comprehension

Oral communication certainly requires a subject to respond, to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. Based on Heaton by Li Hui, he suggested that the students ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones.

c. Vocabulary

One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient

vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way the student produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Harmer (2003, p, 269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language Features

The elements necessary for spoken production, are the following:

- a. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).
- b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and

show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face - to - face interaction). The use of these devices contributes to the ability to convey meanings.

- c. Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

2) Mental / Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

- a. Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- c. (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

In general, there are some elements involved in speaking skill (Heaton, 1991), they are accuracy, fluency, and comprehensibility.

1. Accuracy

Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. Accuracy states of being correct or exact and without error.

2. Fluency

Fluency indicates a process of speaking that hammered at speed, average time and compatibility between successively generated messages. Fluency is a speech and language pathology term.

3. Comprehensibility

Comprehensibility has two common senses. In its narrow sense it denotes the mental processes by which listener take in the sounds uttered by a speakers and use them to construct an interpretation of what they think the speaker intended to convey.

2. Kinds of Speaking Activities

Speaking can be applied in many different ways. The difference is caused by the aim achieved. Here were six appropriate oral performances (Douglas, p. 271):

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a

certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain form of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech.

e. Interpersonal (dialogue)

The other form of conversation mentioned was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. The monologues can be planned or impromptu.

3. Speaking Goal

Speaking is the way to communication from the speaker to the listener. Someone who speaks they should be able to express their feeling to get the target language/communication. By this communication means the people can interact to other by the language.

Richards stated that speaking is used for many different purposes. When we use casual conversation our purposes may be to make social contact with people, to establish rapport, to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. We use speaking also to describe things, to complain of people's behavior, to make polite request, or to entertain people with jokes and anecdotes.

Master in speaking is the main point in the success of learning language. Nunan by Li Hui states that the main goal in teaching the productive skill of speaking are:

- 1). Produce the English speech sounds and sound patterns;
- 2). Use word and sentence stress, intonation patterns and the rhythm of the second language;

- 3). Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter;
- 4). Organize their thoughts in a meaningful and logical sequence;
- 5). Use language as a means of expressing values and judgments;
- 6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

4. Speaking Problem

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

a. Inhibition

Students are worried about making mistakes, fearful of criticism, or simply shy.

b. Nothing to Say.

Students have no motive to express themselves.

c. Low or Uneven Participation.

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-Tongue Use.

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.



CHAPTER III

RESEARCH METHOD

This chapter explains about the research method in the present study. It consists of research design, place and time, variables of the study, population and sample, research instruments, data analysis procedures and data collecting procedures.

A. Research Design

The type of this research was a quantitative research. It is because the study analyzed the correlation between speaking learning strategies and speaking mastery. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity (Kothari, 2004, p. 3). Quantitative research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses.

The research design of this study was correlation research. In correlation research, Before a researcher starts to do the research, firstly make the planning. The planning, it self, is named as research design. Based on Arikunto research design is a plan or program made by a researcher, as the activity target that will be done (Arikunto, 2002, p. 45).

According Donal Ary “Correlational research is nonexperimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research” (Ary, 2003, p. 349). The correlation is indicated by

correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing the positive correlation. There are two possible results of a correlation study :

1. Positive correlation: Both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.
2. Negative correlation: Indicated that amount of one variable increases, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicate a strong negative correlation.
3. Zero correlation: Indicated any relationship between the two variable. A correlation coefficient of indicates no correlation.

Scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicate a positive correlation and one with dots going from upper left to lower right indicates a negative correlation.

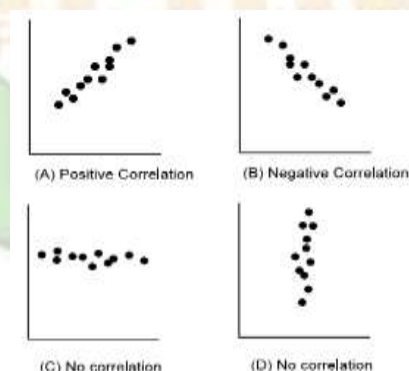


Figure 3.1
The Scatterplots

B. Place and Time

The study took place in the fifth semester students of English Education Study Program at IAIN Palangka Raya. Because fifth semester students of English Education Study Program at IAIN Palangka Raya have already passed three speaking subject. This study conducted two months.

C. Variable of the Study

In this research there were two continuous variables, they consist of speaking learning strategies and speaking mastery.

D. Population and Sample

1. Population

The larger group about which the generalization made is called a population. A population is defined as all members of any well-defined class of people, events, or objects (Ary, 1985, p. 647). According to Suharsimi population is the total number of the subjects of an investigation (Arikunto, 2002, p. 134).

The populations of this study were all the fifth-semester students of English Education Program at IAIN Palangka Raya in academic year 2016/2017. Then, the total populations of the fifth-semester students of English Education Program at IAIN Palangka Raya in academic year 2016/2017 are 66 students.

2. Sample

According to Suharsimi Arikunto, sample is a part of population which has same characteristics. There are two ways in selecting a sample.

First, if the population is less 100, all population can be sampled. Second, if the population is over 100, the researcher can take 10%-15% or 20%-25% from all population as a sample (Arikunto, 2002, p. 134).

So, the samples of this study were students taken from all of populations of the fifth semester students of English Education Program at IAIN Palangka Raya in academic year 2016/2017. Based on students' attendance, there were 64 students who become the sample of this study.

E. Research Instruments

1. Types of Research Instruments

There were two kinds of research instruments such as speaking learning strategies questionnaire, and speaking mastery test.

a. Speaking Learning Strategies Questionnaire

The researcher adopted Strategy Inventory for Language Learning (SILL) Version 7.0 ESL/EFL is devised by Rebecca Oxford (1989). The questionnaire items that is used only focus in speaking strategies, so the number of questionnaire items are 36 items. See appendix 1.

b. Documentation

Based on Sugiyono (2013, p. 240) "*Dokumentasi adalah mencari dan mengumpulkan data mengenai hal-hal yang berupa catatan, transkrip, buku, surat kabar, majalah, notulen, rapot, agenda dan sebagainya*". Documentation provides the researcher with information that is used to support the available data.

Documentation is used to collect data through printed materials. It means that the writer collected written data, such as the amount of the students fifth semester of English students of The State Islamic Institute of Palangka Raya, the result of speaking strategies questionnaire, and the final score of speaking subject. In this research, the writer did not take a test by himself, but collect students' final scores in speaking for formal setting subject at semester before.

Based on Yuliana in Kamariah (2016, p. 44) states to get scoring in speaking performance, we cannot only give one test, but it needs on-going assessment or test. In this test, the lecturer had some criteria to score the students' ability, as fluency, performance or pronunciation. This criteria made the lecturer was easier to score and more objective. So, the writer only took the speaking final scores (speaking for formal setting subject) several reasons such as; it does not need the others people as an inter-rater, it does not require much time and this technique makes it possible to take a larger sample because it takes a relatively short time.

2. Research Instrument Validity

Based on Sugiyono (2014), the result of the study is called valid if there is a similarity between the data that have collected by the testes and the true data that happened on the object of the study. Spolky stated that there are several types of validity:

a. Face Validity

It is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test (Heaton, 1974, p. 152). Validity defined as the extent to which instrument measure what it claimed to measure.

Face validity referred to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Strategy Inventory for Language Learning (SILL) questionnaire instrument used to measure the speaking learning strategies, and the final score of speaking subject used to measure the speaking mastery.

b. Content Validity

It is especially important for achievement tests; it is also a concern for other types of measuring instruments, such as personality and aptitude measures. Content validity demands appropriateness between the ability to be measured and the test being used to measure it.

In the present study, language learning strategies consist of 36 items and divides into 6 sub-contents, see the following:

Table 3.1 Questionnare Items.

PART A	Memory strategies	Number 1-3
PART B	Cognitive strategies	Number 4-13

PART C	Compensation strategies	Number 14-16
PART D	Metacognitive strategies	Number 17-25
PART E	Affective strategies	Number 26-31
PART F	Social strategies	Number 32-36

The students answered in terms of how well the statement describes them. Meanwhile, for final scores of speaking is based on speaking scores for formal setting subject that given by Lecturer who taught the subject. In speaking for formal setting syllabus 2018, students asked to describe personality, describe an usual career, how to make a request, narrating story, moving abroad, describing problem and solution, describing thing that need to be done and complete in future, describing references, describing bussines plan, desribing recent issue and making conclusion of an even.

c. Construct Validity

Construct validity is type of validity which assumed the existence of certain learning theories or construct underlying the acquisition of abilities and skills (Heaton, 1974, p. 154).

In this study, the items questionnare constructed based on the Strategy Inventory for Language Learning (SILL)questionnaire instrument used to measure the speaking learning strategies.

3. Instrument Reliability

Reliability of language skill assessment results refers to the degree of preciseness of the representation of the language skill being assessed. The farther the language skills assessment result deviates from the actual level of the skill being assessed, the bigger the error is, and the lower degree of reliability is caused by the physical or emotional constraints of the learners being assessed, of the raters, of the instrument, and of the assessment administration process. Estimating reliability means collecting evidence of consistency (Latif, 2014, p, 212).

According to Donal Ary, “Reliability is concerned with the effect of error on the consistency of scores. Reliability is consistent in measuring whatever it is measuring. (Ary, 1974, p. 237)

Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. Pearson product-moment was used to measure the test whether it is reliable or not. (Hartono, 2011, p. 86) The good instrument in a study is not only the instrument valid, but also reliable to measure what suppose to be measured. The instrument should be consistent when is measured.

The Researcher used the following formula K-R 21:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{M(k-M)}{kVt} \right]$$

In which:

r_{11} = Instrument Reliability

k = number of items on the test

M = mean total of the score

V_t = Variance of scores on the total test.
$$V_t = \frac{(\sum x^2) - \frac{(\sum x)^2}{N}}{N}$$

In which :

V_t = Variance of scores on the total test

$(\sum x^2)$ = sum of the squared scores.

$(\sum x)^2$ = sum of X

F. Data Collection Procedures

The way to collect the data in this research by giving questionnaire, and collecting students' speaking score. There were two data from this research those are speaking achievement score and questionnaire result.

There were some data collected procedure such as:

1. Choosing the place of the study
2. Asking permission to carry out the study
3. Constructing the research instrument
4. Giving the students the Strategy Inventory for Language Learning (SILL) questionnaire.
5. Collecting all students's speaking final scores.
6. Interpreting the result of analyzing data.
7. Concluding the data.

G. Data Analysis Procedure

After collecting the quantitative data on the two variables for each of the students in the sample, there are several steps do as follow:

1. Questionnaire Analysis, according to Oxford has provided criteria for judging the degree of strategy use as follows: Average Score on the Strategy Inventory for Language Learning (SILL) such as:

Table 3.2 Average SILL Score

HIGH	Always or Almost Always Used	4.5 to 5.0
	Usually Used	3.5 to 4.4
MEDIUM	Sometimes Used	2.5 to 3.4
LOW	Generally Not Used	1.5 to 2.4
	Never or Almost Never Used	1.0 to 1.4

2. Calculated the mean of the students' speaking learning strategies score by used the formula:

$$M = \frac{\sum Y}{N}$$

Where :

M = Mean

$\sum Y$ = the sum of scores speaking learning strategies

N = number of the students

3. Calculated the students' score of speaking mastery by used the formula:

$$SC = \frac{\text{The getting score} \times 25}{\text{total component of speaking}} \times 100$$

Where:

SC= Speaking Score

4. Calculated the mean of the students' score of speaking mastery by used the formula:

$$M = \frac{\sum Y_1}{N}$$

Where :

M = Mean

$\sum Y_1$ = the sum of scores speaking mastery

N = number of the students

5. In this study, the writer used Pearson Product Moment test to find out the correlation score of students' speaking learning strategies and speaking mastery, as below:

$$R_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

R_{xy} =The coefficient of correlation

$\sum X$ = Total Value of Score X

$\sum Y$ = Total Value of Score Y

$\sum XY$ = Multiplication Result between Score X and Score Y

N= Number of students

The formula above is very important due to finding out whether or not the (H_0) Hypothesis or (H_a) Hypothesis is accepted in this research. A correlation greater than 0.5 is generally described as strong, whereas a

correlation less than 0.5 is generally described as weak. These values can vary based upon the "type" of data being examined.

The writer used the 5% significant level because field of research is language subject not an exact subject. In the language study, it is better to use 5% significant level. On the other hand, for exact study it is better to use the 1% significant level. The writer determined the table interpretation of product moment scales, as follow:

Table 3.3 Interpreted to the Criteria by Riduan (2009, p. 221)

Correlation Value (r)	Interpretation
0.800 – 1.000	Very High Correlation
0.600 – 0.800	High Correlation
0.400 – 0.600	Fair Correlation
0.200 – 0.400	Low Correlation
0.000 – 0.200	Very Low Correlation

From these formula, it could be gotten the correlation coefficient value (r) of the two variables. And by the interpretation table, the writer can conclude the strength of the correlation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study which consists of data presentation, research findings and discussion.

A. Data Presentation

1. The Result of Strategy Inventory of Language Learning Score (SILL)

After the Strategy Inventory of Language Learning (SILL) questionnaire were collected, it gave the degree of strategy use at the students. The following table shows about the Strategy Inventory of Language learning (SILL) scores.

Table 4.1 The Result of SILL scores

Code	Speaking Strategies (X)	X ²	Category
E1	4	16	High
E2	4	16	High
E3	3	9	Medium
E4	4	16	High
E5	4	16	High
E6	3	9	Medium
E7	3	9	Medium
E8	4	16	High
E9	3	9	Medium
E10	4	16	High
E11	5	25	High
E12	4	16	High
E13	4	16	High
E14	3	9	Medium
E15	3	9	Medium
E16	4	16	High
E17	3	9	Medium
E18	5	25	High

E19	4	16	High
E20	3	9	Medium
E21	3	9	Medium
E22	3	9	Medium
E23	3	9	Medium
E24	3	9	Medium
E25	3	9	Medium
E26	3	9	Medium
E27	3	9	Medium
E28	3	9	Medium
E29	4	16	High
E30	4	16	High
E31	3	9	Medium
E32	4	16	High
E33	4	16	High
E34	3	9	Medium
E35	3	9	Medium
E36	3	9	Medium
E37	3	9	Medium
E38	4	16	High
E39	3	9	Medium
E40	2	4	Low
E41	4	16	High
E42	4	16	High
E43	4	16	High
E44	3	9	Medium
E45	4	16	High
E46	3	9	Medium
E47	4	16	High
E48	4	16	High
E49	3	9	Medium
E50	3	9	Medium
E51	4	16	High
E52	4	16	High
E53	4	16	High
E54	4	16	High
E55	3	9	Medium
E56	3	9	Medium
E57	3	9	Medium

E58	3	9	Medium
E59	4	16	High
E60	3	9	Medium
E61	3	9	Medium
E62	4	16	Medium
E63	3	9	Medium
E64	4	16	Medium
Sum	223	799	
Highest Score	5		
Lowest Score	2		
Mean	3		
Standard Deviation	0.59		

Based on the calculation variable X was found $\Sigma X = 223$ and $\Sigma X^2 = 799$. Based on the data above, it is known that the highest score was 5 and the lowest score was 2 and the students' SILL strategy use ia at **medium** category. The classification of the students' scores can be seen in the table below.

Table 4.2
Distribution and Percentation of Students' SILL Scores

Category	Statement	Average Score	Frequency	Percentage
	Always or Almost Always Used	4.5 to 5.0	2	3.13 %
High	Usually Used	3.5 to 4.4	28	43.75 %
Medium	Sometimes Used	2.5 to 3.4	33	51.56 %
Low	Generally Not Used	1.5 to 2.4	1	1.56 %
	Never or Almost Never Used	1.0 to 1.4	0	0 %
		Total	64	100 %

Based on the calculation there were thirty students who acquired **high** scores, thirty three students who acquired **medium** scores and one student who acquired **low** scores.

After scoring process, it made several groups of the data in some levels on predicate of score then making percentage by using formula:

$$S = \frac{n}{N} \times 100$$

Where :

S : Students Score

n : The number of students who got score in a level

N : Total of the students

Table 4.3

Calculation of Distribution Frequency and Presentation Students' SILL Score

No	Category	Frequency	Percentage
1	High	30	46.87%
2	Medium	33	51.56%
3	Low	1	1.56%
	Total	64	100%

Based on the data above, it can be explained that there were 30 students who acquired **high** score in percentage 48.43%, 33 students who acquired **medium** score in percentage 51.56%, and 1 students who acquired **low** score in percentage 1.56%. The following is chart about the frequency of Strategy Inventory of Language Learning scores.

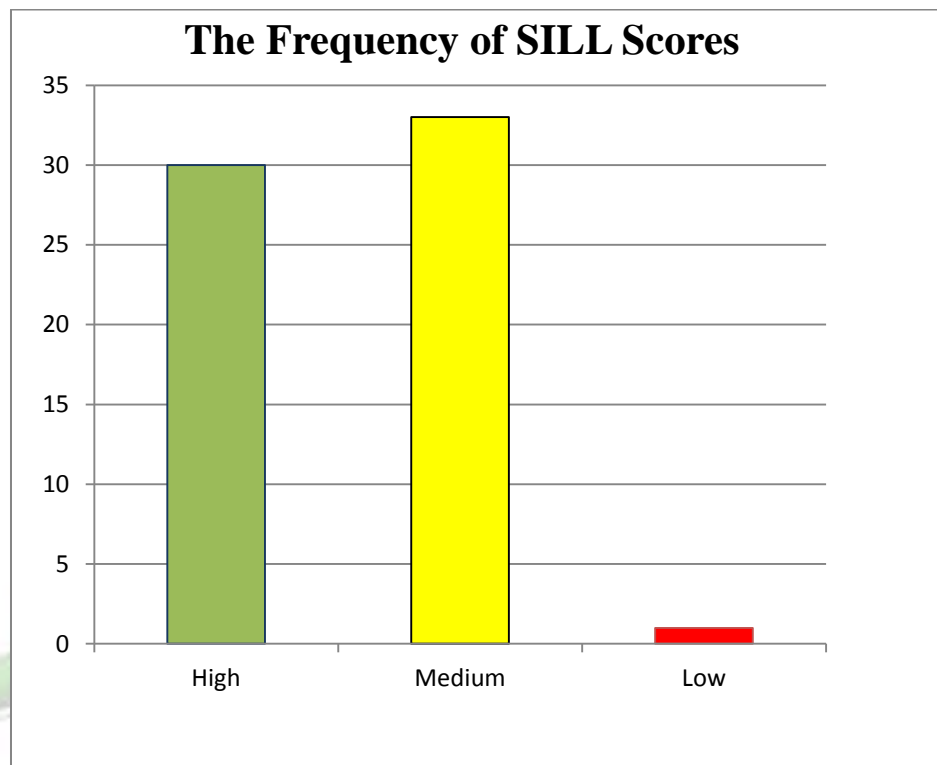


Figure 4.1

From the chart above, can be seen that the highest frequency SILL scores is at the medium level, after that followed by the high level, then the lower scores is at low the level. This chart showed that most of students have already used strategies in learning a language, especially in learning speaking.

2. The Average of The Students SILL Scores

To find the average of the students' SILL scores, it used the formula as follow:

$$M = \frac{\sum X}{N}$$

Where :

M = Mean

ΣX = the sum of scores

N = number of the students

It is known that :

$M = 3$

$\Sigma X = 223$

$N = 64$

As the calculation above, the average Strategy Inventory Language Learning (SILL) scores of the students was 3. Based on the valuation scale used in IAIN Palangka Raya, the average SILL scores of the students' was in *medium* criteria. Its mean that most of fifth semester students of English Education in IAIN Palangka Raya students have already used speaking strategies. The speaking strategies was in **medium** criteria.

3. Result of Speaking Subject Score

In this study the research studied about the correlation between speaking learning strategies and speaking mastery by students fifth semester of English Education at IAIN Palangka Raya. In this case the result of students' speaking test for measure the speaking mastery is taken from students' score in speaking for formal setting subject.

Table 4.4 The Result of Speaking Subject Score

No	Participant	Speaking Scores (Y)	Conversion	Category
1	E1	67.4	2	Poor
2	E2	72	3	Fair
3	E3	81.5	4	Very Good
4	E4	82.9	4	Very Good
5	E5	76.5	3	Fair

6	E6	75	3	Fair
7	E7	68.6	2	Poor
8	E8	68.2	2	Poor
9	E9	78.2	3	Fair
10	E10	68.4	2	Poor
11	E11	73.4	3	Fair
12	E12	78.2	3	Fair
13	E13	80	4	Very Good
14	E14	68.2	2	Poor
15	E15	68.4	2	Poor
16	E16	76.5	3	Fair
17	E17	68.8	2	Poor
18	E18	74.8	3	Fair
19	E19	84.1	4	Very Good
20	E20	80.8	4	Very Good
21	E21	73.2	3	Fair
22	E22	73.8	3	Fair
23	E23	71.5	3	Fair
24	E24	76.4	3	Fair
25	E25	78.8	3	Fair
26	E26	67	2	Poor
27	E27	80.1	4	Very Good
28	E28	81.1	4	Very Good
29	E29	80.1	4	Very Good
30	E30	73.8	3	Fair
31	E31	77.9	3	Fair
32	E32	73.4	3	Fair
33	E33	79.1	3	Fair
34	E34	77.9	3	Fair
35	E35	68.7	2	Poor
36	E36	80.8	4	Very Good
37	E37	76.5	3	Fair
38	E38	76.5	3	Fair
39	E39	80.9	4	Very Good
40	E40	65.6	2	Poor
41	E41	66.8	2	Poor

42	E42	74.1	3	Fair
43	E43	76.7	3	Fair
44	E44	74.3	3	Fair
45	E45	74.3	3	Fair
46	E46	79.1	3	Fair
47	E47	81.5	4	Very Good
48	E48	78	3	Fair
49	E49	68.2	2	Poor
50	E50	71.1	3	Fair
51	E51	80.6	4	Very Good
52	E52	68.8	2	Poor
53	E53	68.8	2	Poor
54	E54	77.6	3	Fair
55	E55	76.5	3	Fair
56	E56	70.2	3	Fair
57	E57	79.1	3	Fair
58	E58	75	3	Fair
59	E59	81.5	4	Very Good
60	E60	71.5	3	Fair
61	E61	66.7	2	Poor
62	E62	80	4	Very Good
63	E63	70.1	3	Fair
64	E64	66.4	2	Poor
	Sum	4781.9	190	
	Highest Score	84.1		
	Lowest Score	65.6		
	Average	74.72		
	Standard Deviation	5.077		

By the result, the writer obtained the mean score and standard deviation. From all participants (N=64) the result show the mean score of speaking test (Y) = 74.72, sd = 5.077. It means that the students' speaking skill is at the **fair** category.

Table 4.5

Percentage Frequency of Speaking for Formal Setting Subject Score

No	Category (Conversion)	Class Boundaries	Frequency	Percentage
1	Very Good (4)	80-90	14	21.87%
2	Fair (3)	70-79	34	53.12%
3	Poor (2)	60-69	16	25%

The table told there are three level of students' speaking score, they are **high** score (80-90), **medium** score (70-79), and **low** score (60-69). From the table, it can be seen that 14 students (21.87%) whose score at **high** level, 34 students (53.12%) for **medium** level, and 16 students (25%) for **low** level. The highest number come in **medium** level. It can be concluded that the level of speaking mastery of fifth semester students of English Education at IAIN Palangka Raya was in **medium** level. The following is chart about the frequency of Speaking for Formal Setting Subject Score.

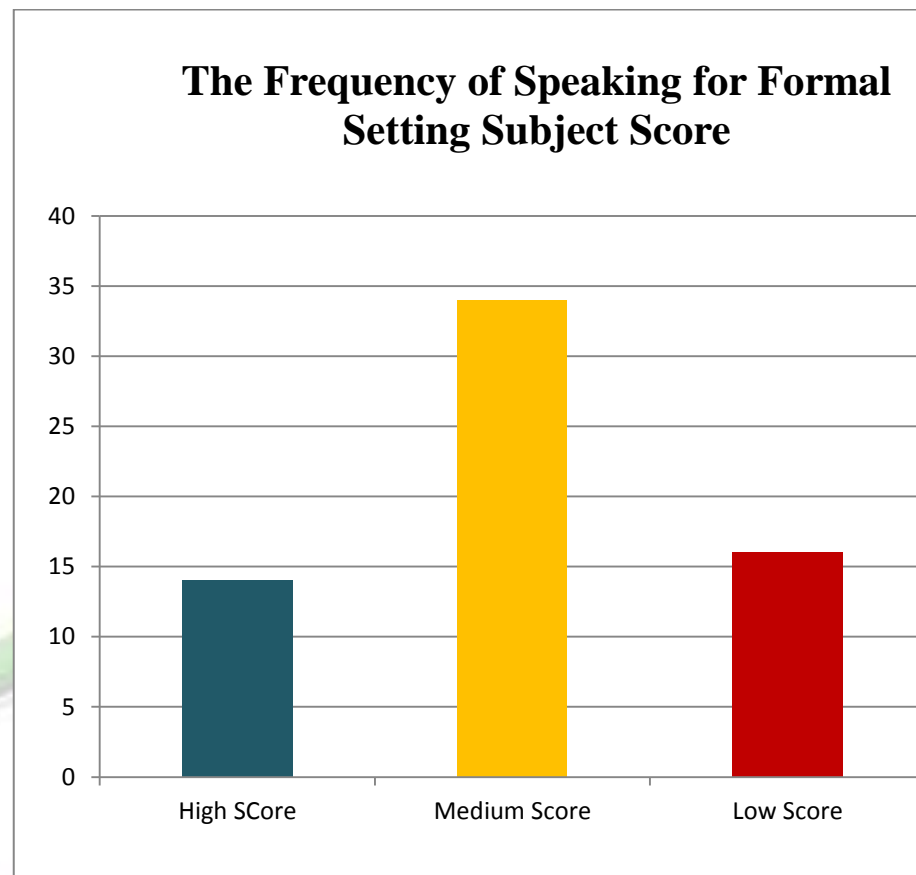


Figure 4.2

Based on the chart above can be seen that most of students' score was in medium score. As the calculation above, the average of students' speaking score was 74.72. Based on the category, 74.72 included in fair category. It means that the students' speaking score in formal setting subject at IAIN Palangka Raya was in **fair** criteria.

B. Research Findings

1. Normality Test

In this study, the researcher used Kolmogorov-Smirnov Test to test normality. It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. Because

of that, the normality test used SPSS 22 to measure the normality of the data. Which can be seen as followed:

Table 4.6
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		64
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.68471524
Most Extreme Differences	Absolute	.225
	Positive	.225
	Negative	-.196
Test Statistic		.225
Asymp. Sig. (2-tailed)		.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The criteria of the normality test is if the value of (probability value/critical value) is higher than or equal to the level of significance alpha defined ($r > a$), it means that the distribution is normal. Based on the calculation using SPSS 22 Program, it could be concluded that the data was normality distributed.

2. Homogeneity Test

Table 4.7

Homogeneity Test Using SPSS 22

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.856	1	126	.357

The criteria of the homogeneity test is if the value of (probability value/critical value) is higher than or equal to the level significance alpha defined ($r > a$), it means the distribution is homogeneity. Based on the calculation using SPSS 22 program above, the value of (probably value/critical value) from speaking strategies and speaking mastery score of variance in sig column is known that p-value is 0.357. The data in this study fulfilled homogeneity since the p-value is $0.357 > 0.05$.

3. Linearity Test

It is used to know the correlation linearity of the data that is going to be analyzed between independent and dependent variable. Because of that, the test uses SPSS 22 to measure the correlation linearity of the data.

Table 4.8 Linearity Test using SPSS 22

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Speaking Mastery * Speaking Strategies	Between Groups	(Combined)	1.094	3	.365	.759	.522
		Linearity	.401	1	.401	.834	.365
		Deviation from Linearity	.694	2	.347	.721	.490
	Within Groups		28.843	60	.481		
	Total		29.938	63			

The criteria of the linearity test is if the value of F and Sig. in the line Deviation from Linearity is higher than or equal to the level of significance or $F(\text{Sig.}) \geq 0.05$, it means that the distribution is linear.

Based on the calculation using SPSS 22 above, the value of F from speaking strategies and speaking mastery is 0.721 and value of Sig. is 0.490, and analysis above shows that value F is 0.721 with Sig. 0.490 higher than level of significance alpha or $0.490 \geq 0.05$ for speaking strategies and speaking mastery. So, it can be concluded that correlation between speaking strategies and speaking mastery was linearity.

4. The Correlation between Speaking Learning Strategies and Speaking Mastery

As the data shown above, the researcher got the result of each variable. This is the result of correlation between students' speaking learning strategies and their speaking mastery. The researcher applied SPSS 22 program to calculate the Pearson Product Moment correlation in testing hypothesis of the study which the result also supported the result of manual calculation.

Table 4.9

The Correlation between Speaking Learning Strategies and Speaking Mastery

No	Speaking Strategies (X)	Speaking Mastery (Y)	XY	X ²	Y ²
1	4	2	8	16	4
2	4	3	12	16	9
3	3	4	12	9	16

4	4	4	16	16	16
5	4	3	12	16	9
6	3	3	9	9	9
7	3	2	6	9	4
8	4	2	8	16	4
9	3	3	9	9	9
10	4	2	8	16	4
11	5	3	15	25	9
12	4	3	12	16	9
13	4	4	16	16	16
14	3	2	6	9	4
15	3	2	6	9	4
16	4	3	12	16	9
17	3	2	6	9	4
18	5	3	15	25	9
19	4	4	16	16	16
20	3	4	12	9	16
21	3	3	9	9	9
22	3	3	9	9	9
23	3	3	9	9	9
24	3	3	9	9	9
25	3	3	9	9	9
26	3	2	6	9	4
27	3	4	12	9	16
28	3	4	12	9	16
29	4	4	16	16	16
30	4	3	12	16	9
31	3	3	9	9	9
32	4	3	12	16	9
33	4	3	12	16	9
34	3	3	9	9	9
35	3	2	6	9	4
36	3	4	12	9	16
37	3	3	9	9	9
38	4	3	12	16	9
39	3	4	12	9	16
40	2	2	4	4	4
41	4	2	8	16	4
42	4	3	12	16	9

43	4	3	12	16	9
44	3	3	9	9	9
45	4	3	12	16	9
46	3	3	9	9	9
47	4	4	16	16	16
48	4	3	12	16	9
49	3	2	6	9	4
50	3	3	9	9	9
51	4	4	16	16	16
52	4	2	8	16	4
53	4	2	8	16	4
54	4	3	12	16	9
55	3	3	9	9	9
56	3	3	9	9	9
57	3	3	9	9	9
58	3	3	9	9	9
59	4	4	16	16	16
60	3	3	9	9	9
61	3	2	6	9	4
62	4	4	16	16	16
63	3	3	9	9	9
64	4	2	8	16	4
Total	223	190	665	799	594

1. Using Manual Calculating

From the calculation of variable X and Y (table 4.6) above, it was known that:

$$\Sigma X = 223$$

$$\Sigma Y = 190$$

$$\Sigma XY = 665$$

$$\Sigma X^2 = 799$$

$$\Sigma Y^2 = 594$$

Based on the calculation of correlation between variable X and variable Y above, it can be known of each variable. Based on the product moment will be found the product of r_{xy} , as follows:

$$R_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$R_{xy} = \frac{64 \times 665 - (223)(190)}{\sqrt{\{64 \times 799 - (223)^2\}\{64 \times 594 - (190)^2\}}}$$

$$R_{xy} = \frac{42560 - 42370}{\sqrt{\{51136 - 49729\}\{38016 - 36100\}}}$$

$$R_{xy} = \frac{190}{\sqrt{\{1407\}\{1916\}}}$$

$$R_{xy} = \frac{190}{\sqrt{2695812}}$$

$$R_{xy} = \frac{190}{1641.893}$$

$$R_{xy} = 0.116$$

Based on the manual calculation above, it was found that the r_{value} was 0.116. From the table of the interpretation coefficient correlation (Chap. III, p. 54), it can be seen that the r_{value} (0.116) was at the level “very low” correlation. The r_{value} 0.116 was in interval 0.000 - 0.200. So it means that the correlation between students’ speaking strategies and speaking mastery of the sample class was in very low correlation. The result of the calculation that was counted by manual calculation above showed that the index of correlation was 0.116. Then, the degree of freedom with formula, as follow :

$$df = N - nr$$

it was known : $N = 64$, $nr = 2$

$$df = 64 - 2$$

$$= 62$$

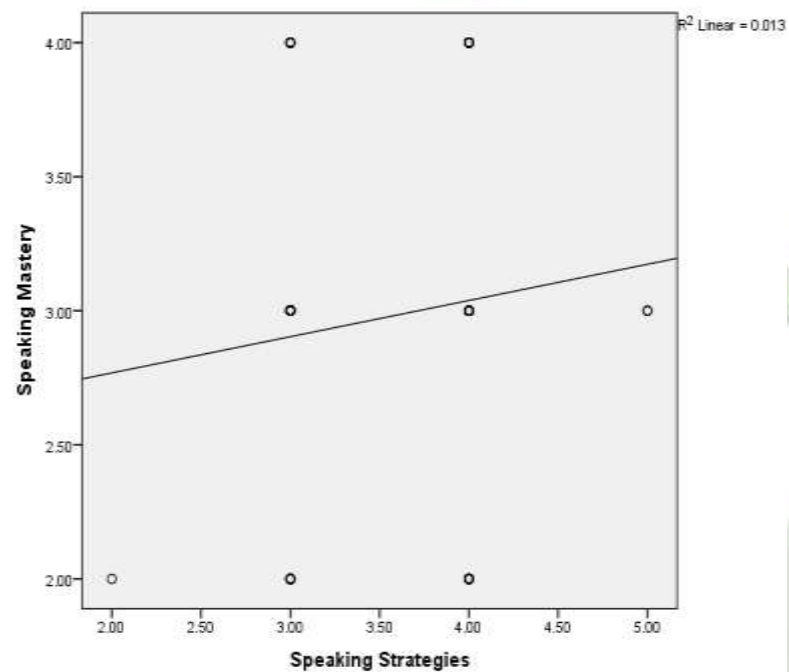


Figure 4.3
Scatterplots

And then to know the contribution of the variable X to the variable Y is used the formula as below:

$$KP = r^2 \times 100 \%$$

Where:

KP : determinant coefficient score

r : correlation coefficient score

$$KP = r^2 \times 100 \%$$

$$KP = 0.116^2 \times 100 \%$$

$$KP = 0.013456 \times 100 \%$$

$$KP = 1.3456 \%$$

So, it means that the variable X (students' speaking strategies) gives the contribution to the speaking mastery for the fifth semester students of English Education at IAIN Palangka Rayawas 1.3456 % and 98.6544 % is influenced by the other aspects.

To know the value of t_{value} is used the formula:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t_{value} : nilai t (value t)

r : the score of coefficient correlation and

n : the number of sample.

So that by the formula above it was known that:

$$r = 0.116$$

$$n = 64$$

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{0.116\sqrt{64-2}}{\sqrt{1-0.116^2}}$$

$$t_{value} = \frac{0.913384}{0.986544}$$

$$t_{value} = 0.9258421$$

Based on the calculation above, $\alpha = 0.05$ and $n = 64$ so, $df = n - 2$
 $= 64 - 2 = 62$ and t_{table} was 1.669. So, it can be seen that $t_{value} \leq t_{table}$
 $(0.925 \leq 1.669)$, so that the result was the H_0 is accepted and H_a is
 rejected. In this case that variable X student's speaking strategies have
 very low relationship or do not give influence to students' speaking
 mastery.

2. Using SPSS 22 Program

Table 4.10
Analysis result of Pearson Product Moment Correlation

Correlations			
		Speaking Strategies	Speaking Mastery
Speaking Strategies	Pearson Correlation	1	.116
	Sig. (2-tailed)		.363
	N	64	64
Speaking Mastery	Pearson Correlation	.116	1
	Sig. (2-tailed)	.363	
	N	64	64

*. Correlation is significant at the 0.05 level (2 tailed).

From the table above can be seen that index of product moment correlation was 0.116 for 0.363 significance level. The result of the calculation that was counted by the product moment above showed that the index of correlation was 0.116. From the table above, it meant that H_0 was accepted because the hypothesis testing concluded that $N.Sig \geq 5\%$ ($0.363 \geq 0.05$).

C. Hypothesis Testing

This research was done in collecting data and got the result of the correlation. But to answer research problem, the writer had to measure whether the hypothesis was rejected or not. The writer had two hypothesis in this research, those are:

H_a : There is positive correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya

H_o : There is negative correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya

To know the answer, the writer used both manual and SPSS hypothesis testing based on the N.Sig (number of significance). As the result of correlation above (table 4.9), we got $r_{value} = 0.116$, $N.Sig = 0.363$. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

- a. H_o accepted if $N.Sig \geq 0.05$ ($\alpha = 5\%$)
- b. H_a rejected if $N.Sig \leq 0.05$ ($\alpha = 5\%$)

The result of analyzing the data significance 0.363 (Level of Significance 0.05 and 2 Tailed) clarified H_a rejected. The hypothesis testing concluded that $N.Sig \geq 5\%$ ($0.363 \geq 0.05$), where H_o is accepted. It told that both speaking learning strategies and speaking scores are not correlated.

D. Discussion

By the results, it can be concluded from the hypothesis testing showed there was no correlation between two variables, because $N.Sig \geq 5\%$ ($0.363 \geq 0.05$). The calculation also showed that $\alpha = 0.05$, $df = 62$ and t_{table} was 1.669. So, it can be seen that $t_{value} \leq t_{table}$ ($0.925 \leq 1.669$), so that the result was H_a rejected and H_o is accepted. The score of correlation coefficient obtained is 0.116 which is in the interval of 0.000 – 0.200. Thus, the relationship is categorized into very low correlation. The hypothesis testing showed that $N.Sig \geq 5\%$ ($0.363 \geq 0.05$), means hypothesis alternative is rejected and hypothesis null is accepted.

The findings of the study indicated that alternative hypothesis stating that “there is positive correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya” was rejected and the null hypothesis stating that “there is negative correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya” was accepted. The r_{value} was 0.116, it was interpreted as very low correlation.

Nevertheless, as researcher explained before, if the students had good strategy in learning speaking it may be give impact or influence in their speaking their score or mastery. Strategy in learning will help students to reach the good result. Based on Oxford, language learning strategies can help learners improve their own perception, reception, storage, retention, and

retrieval of language information (Oxford, 2003, p. 274). It means that strategy in learning language is very necessary, especially in learning speaking.

Learning strategies are considered having as much potential for enhancing learning. Based on Chamot, learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Effective learners are able to select learning approaches that suit them better and they also have the competence to orchestrate the strategies that best meet both the task demands and their own learning preferences (Chamot, 2004, p. 14). To summarise, from the theories above we can see the importance of language learning strategies in learning a language. Speaking strategies is one of the language learning strategies that can help students to achieve a great deal of success in their social life, and in their continuing acquisition of the target language.

The result of this research showed very low correlation between students' speaking learning strategies and speaking mastery. This result is contradictory with common assumption that learning strategies affect students' achievement. This result is also contradictory to the previous theories and findings, such as from Kustati (2012) that found there is a significant contribution from students' speaking strategies on students' speaking ability. However, the result of this research related to the previous study from Asih (2002) that also found if learning strategies do not correlate with speaking ability. Her finding showed that the significance level 0.116 is more than 0.05. It means that there was no correlation between those two variables, learning

strategies and speaking ability. Based on description above, the researcher can conclude that there was not any significant correlation both of variables. However, the score correlation coefficient of this study was 0.116, that categorize in very low correlation. It means that strategies or speaking strategies still needed and use in learning a language.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the research. The researcher explains the conclusion of the research and the suggestion for the next researcher.

A. Conclusion

According to the description of the data that mentioned in the previous chapter, it showed that the students' speaking learning strategies and students' speaking mastery scores are vary. Based on the result of data that mentioned in the previous chapter, it showed that r_{value} was 0.116. It means that the correlation between students' speaking learning strategies and speaking mastery was categorized in very low correlation. Then it showed that alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted, because $N.\text{Sig} \geq 5\%$ ($0.363 \geq 0.05$).

The calculation above, $\alpha = 0.05$, $df = 62$ and t_{table} was 1.669. So, it can be seen that $t_{\text{value}} \leq t_{\text{table}}$ ($0.925 \leq 1.669$), so that the result was H_a rejected and H_o is accepted. In this case that students' speaking strategies have very low relationship or do not give influence to students' speaking mastery.

B. Suggestion

At the end of this paper, the researcher would like to offer some suggestions, for the lecturers and the learners, also recommendation for future researchers.

For the English Lecturer, they are should expected to motivate their students to increase their strategies in learning and give motivate to increase their speaking mastery. Make the atmosphere of the class more conducive in order to make the teaching-learning process more a live, full of fun for all students.

Then for the students, they are expected to realize that speaking is the most important element in learning a language. So, they can motivate themselves to enrich their speaking mastery by applying their learning strategies to look for the right ways in learning speaking. So, they will be faster and easier to learning English.

For future researchers, this research in statistic calculation may indicated there is very low correlation between students' speaking strategies and their speaking mastery, but the most important are strategy still needed and use in learning a language. So, for the next researchers, deeper analysis about students' speaking learning strategies in learning speaking. Looking for things that can giving good affect in students' speaking strategies and find the influence of each to the speaking mastery. The further researchers recommended constructing the appropriate, use various aspects of speaking mastery test and use various test not only questionnaire and test but also interview.

For future researchers also be aware in collecting or analyzing data, and make sure that the time for collecting data for all variable is in same the time. Because researcher assumed why this result value becomes very low

correlation (H_0 cannot be rejected) one of factor is because of the time distributing the questionnaire was not directly with the time in learning the speaking for formal setting subject, it may make the students forgot the feeling when they answered the questionnaire.



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